

Indiana Department of Education
2011 Fine Arts Textbook Adoption Scoring Rubric

EXPLORING MUSIC GRADE KINDERGARTEN

Exploring Music in Grade Kindergarten is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

Exploring Music Grade Kindergarten Checklist

Standard 1 – Performing Music: Signing alone and with others

Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.

- ☐ K.1.1 Match pitches in a limited vocal range.
- ☐ K.1.2 Echo short melodic patterns sung by the teacher.
- ☐ K.1.3 Sing with an appropriate tone quality.
- ☐ K.1.4 Sing short memorized songs, maintaining a steady beat.

Standard 2 – Performing Music: Playing an instrument alone and with others

Students play rhythms using body percussion and classroom instruments. They maintain a steady tempo when playing with a group.

- ☐ K.2.1 Echo four-beat rhythmic patterns played by the teacher using body percussion or classroom instruments.
- ☐ K.2.2 Maintain a steady beat while playing an instrument in a group.

Standard 3 – Creating Music: Improvising melodies, variations, and accompaniments

Students improvise simple responses to teacher cues by singing and by using body percussion and instrumental sounds.

- ☐ K.3.1 Improvise simple rhythms using body percussion, found items, or an instrument.
- ☐ K.3.2 Respond to teacher-played phrases with a similar phrase using body percussion, found items, or an instrument.
- ☐ K.3.3 Respond to teacher-sung questions with a sung answer.

Standard 4 – Creating Music: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns.

- ___ K.4.1 Create and play a simple rhythmic pattern with teacher guidance using body percussion or classroom instruments.
- ___ K.4.2 Create a short melodic pattern to sing or play on a classroom instrument based on a limited pitch range such as a minor third or the pentatonic scale.

Standard 5 – Responding to Music: Reading, notating, and interpreting music

Students read iconic notation and interpret pitch and rhythm relationships kinesthetically.

- ___ K.5.1 Read iconic notation and perform short rhythmic patterns of quarter and eighth notes using body percussion and rhythm syllables.
- ___ K.5.2 Read iconic notation and perform short melodic patterns using hand signs and pitch syllables, drawing examples from class repertoire when appropriate.
- ___ K.5.3 Use fine and gross motor movement to demonstrate simple rhythm and pitch patterns.

Standard 6 – Responding to Music: Listening to, analyzing, and describing music

Students distinguish high and low pitches, fast and slow tempos, and loud and soft sounds. They differentiate various vocal, instrumental, and environmental sounds. They identify and demonstrate appropriate listening behavior.

- ___ K.6.1 Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures.
- ___ K.6.2 Distinguish vocal, instrumental, and environmental sounds.
- ___ K.6.3 Compare vocal tone qualities such as whispering, singing, and speaking.
- ___ K.6.4 Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

Standard 7 – Responding to Music: Evaluating music and music performances

Students talk about listening to music and establish criteria to evaluate classroom music activities.

- ___ K.7.1 Discuss reasons for listening to music and different contexts in which music is heard.
- ___ K.7.2 Establish simple criteria to evaluate classroom music activities.

Standard 8 – Responding to Music: Understanding relationships between music, the other arts, and disciplines outside the arts

Students express musical concepts in non-musical ways. They describe the use of music in various school activities.

- ___ K.8.1 Describe musical concepts of high or low, fast or slow, and loud or soft through moving or drawing.
- ___ K.8.2 Identify other classes and school activities where music is used and the purpose of the music in each situation.

Standard 9 – Responding to Music: Understanding music in relation to history and culture

Students discuss music experiences in daily life and the concept of a musician. They experience music from various eras and cultures.

- ___ K1.9.1 Identify situations in daily life where music is experienced.
- ___ K.9.2 Experience music from various historical eras and cultures through singing, listening, or moving.
- ___ K.9.3 Discuss the concept of a musician.